



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

# **JUNIOR SCHOOL CURRICULUM DESIGN**

## **CHRISTIAN RELIGIOUS EDUCATION**

**GRADE 8**

First published in 2023

Revised 2024

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training, and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, the National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs), and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of the Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far-reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary education cycle and feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade 8 curriculum designs build on competencies attained by learners at the end Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potential as they prepare to transit to Senior School.

The curriculum designs present the National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub-strands. The designs also outline suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and the assessment rubric. It is my hope that all government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.



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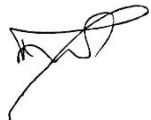
## **PREFACE**

The Ministry of Education (MoE) nationally implemented the Competency Based Curriculum (CBC) in 2019. Grade 8 is the second grade of Junior School in the reformed education structure.

The reviewed Grade 8 curriculum furthers implementation of the CBC from Grade 7 at the primary education level. The main feature of this level is a broad curriculum for the learner to explore talents, interests, and abilities before selection of pathways and tracks at the Senior School education level. This is very critical in the realisation of the Vision and Mission of the ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content-focused Curriculum to a focus on **Nurturing Every Learner’s potential**.

Therefore, the Grade 8 curriculum designs are intended to enhance the learners’ development of the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem-solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn, and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub-strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the design will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for a smooth transition to Grade 9. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting, and enjoyable.



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## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking, and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017. The curriculum responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate the achievement of its stipulated mandate and implementation of the Government and Sector (Ministry of Education -MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade 8 curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful to the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support. Specifically, special thanks goes to the Cabinet Secretary-MoE and the Principal Secretary - State Department of Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers and educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs), and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) during the process of developing these designs. Finally, we are very grateful to the Chairperson of the KICD Council and other members of the Council for the very consistent guidance throughout the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC in Grade 8 and the preparation of learners for transition to Grade 9.



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## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

### 1. **Foster nationalism and patriotism and promote national unity.**

The people of Kenya belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism, and to make a positive contribution to the life of the nation.

### 2. **Promote the social, economic, technological and industrial needs for national development**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

#### a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

#### b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy that requires an adequate and relevant domestic workforce.

#### c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

### 3. **Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

**4. Promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

**5. Promote social equity and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system that provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in the contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8) Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment



## LESSON ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
1.	English	5
2.	Kiswahili/Kenya Sign Language (KSL)	4
3.	Mathematics	5
4.	Integrated Science	5
5.	Pre-Technical Studies	4
6.	Social Studies	4
7.	Religious Education (CRE/IRE/HRE)	4
8.	Agriculture	4
9.	Creative Arts and Sports	5
	Programme of Pastoral Instruction	1*
	<b>Total</b>	<b>40 +1*</b>

## **LEVEL LEARNING OUTCOMES FOR MIDDLE SCHOOL**

By the end of Middle School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary concerns in society effectively.
9. Apply digital literacy skills for communication and learning.

## **ESSENCE STATEMENT**

Christian Religious Education is the study of God's self-revelation to human beings through personal experiences, the life and ministry of Jesus Christ, the Holy Spirit and the word of God. Christian Religious Education at Junior School aims to build on competencies introduced at primary level. The subject seeks to support the holistic development of the learner morally, spiritually, emotionally and intellectually. The learner, will therefore be exposed to a broad range of biblical experiences for character formation and upright living.

The life approach method will be used in facilitating learning. The six strands are deliberate in developing the intellectual skills necessary for moral living including: reflection, discernment, critical thinking and deciding how to act in accordance to an informed conscience. This is in line with the National Goal of Education number (IV) which stipulates that education should promote sound moral and religious values. The competencies introduced at this level, lay a strong moral, spiritual and intellectual foundation for learners as they transition to the next grade.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Junior School, the learner should be able to:

1. Describe God's plan of salvation after the fall of man at the Garden of Eden.
2. Analyse Biblical teachings to acquire knowledge, skills, values, and attitudes to enable them make informed moral decisions.
3. Apply the teachings of Jesus Christ in their interaction with others to form harmonious relationships.
4. Take part in different activities both in church and the community as guided by the word of God.
5. Apply Christian morals values, life skills and attitudes in their daily interactions to overcome the challenges they face as young people.
6. Utilise research and digital literacy skills effectively and appropriately for acquisition and application of knowledge in different learning contexts.

## SUMMARY OF STRANDS AND SUB-STRANDS

<b>Strand</b>	<b>Sub-Strand</b>	<b>Suggested Number of Lessons</b>
1.0 Creation	1.1 Origin and Consequences of Sin	6
	1.2 God's Plan for Redemption	6
2.0 The Bible	2.1 Faith and God's Promises	6
	2.2 Abrahamic Covenant	6
	2.3 Leadership in Israel (Saul)	6
3.0 The Life and Ministry of Jesus	Selected Miracles of Jesus Christ	
	3.1 Healing of Blind Bartimaeus	7
	3.2 Calming the Storm	7
	3.3 Healing of the Paralytic	7
4.0 Teachings of Jesus Christ	4.1 Teaching on Prayer	7
	4.2 The Lost Sheep	7
5.0 The Church	5.1 The Holy Spirit	7
	5.2 Acts of Compassion	7

6.0 Christian Living Today	6.1 Family Relationships	6
	6.2 Human Sexuality <i>Responsible sexual behaviour</i>	7
	6.3 Sacredness of Life	7
	6.4 Bullying	7
	6.5 Work: <i>Talents and Abilities</i>	7
	6.6 Leisure	7
<b>Total Number of Lessons</b>		<b>120</b>

**Note:** The suggested number of lessons per sub-strand may be less or more depending on the context.

## STRAND 1.0 CREATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creation</b>	<b>1.1 Origin and Consequences of Sin</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) explain the origin of sin from the scriptures provided, b) examine the consequences of sin after the fall of man, c) analyse the causes of sin today, d) identify moral values and life skills needed to overcome temptations, e) pray to God to overcome temptations in day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> <li>● define the term, sin from the biblical perspective,</li> <li>● read Genesis 3:1-13 and write short notes on the origin of sin,</li> <li>● read Genesis 3: 14-19, 23, 4:6-12, Genesis 11:1-9 and make notes on the consequences of sin,</li> <li>● list the sins young people are likely to commit today,</li> <li>● discuss the causes of sin among young people today,</li> <li>● brainstorm on how to overcome sin, temptations and tempting situations as a young person,</li> <li>● brainstorm on moral values and life skills needed to overcome temptations,</li> <li>● write the moral values and life skills on charts and display them in class,</li> <li>● make a prayer to God every day for</li> </ul>	Why is it important to consider the consequences of something before acting?

			<p>grace to overcome temptations,</p> <ul style="list-style-type: none"> <li>• repent whenever you fall into temptations as guided by 1John 1:9</li> <li>• write 1John 1:9 on flashcards and meditate on it.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The skills of teamwork and communicating effectively are enhanced as learners brainstorm on how to overcome temptations.</li> <li>• Learning to learn: The skill of working collaboratively is exhibited as learners brainstorm on moral values and life skills needed to overcome temptations.</li> </ul>				
<p><b>Pertinent and contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Decision-making: The learners, in pairs, buzz on how to overcome sin, temptations and tempting situations.</li> <li>• Spiritual development: The learners make a prayer to God every day for grace to overcome temptations. They also meditate on 1 John 1:9.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The learners decide to avoid sin, temptations and tempting places.</li> <li>• Respect: The learners accommodate each other's views and take turns to read the Bible.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• English: The learners read, debate, brainstorm and communicate effectively as they share personal experiences.</li> <li>• Social Studies: The learners brainstorm on moral values and life skills needed to overcome temptations.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creation	<b>1.2 God's Plan for Redemption</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe how God demonstrated love to humankind after the fall of man,</li> <li>b) examine how God's plan of salvation is fulfilled through Jesus Christ,</li> <li>c) explain the importance of redemption after the fall of man,</li> <li>d) take part in sharing the love of God with others,</li> <li>e) appreciate God's saving grace in their day-to-day life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• buzz on the meaning of the word, '<i>redemption</i>' and share with the class,</li> <li>• brainstorm on how God demonstrated his love after the fall of mankind,</li> <li>• in turns read the following scriptures on God's salvation plan; Genesis 3:15; Genesis 12:1-3, Isaiah 53:5-12, Isaiah 63:5, Galatians 1:3-5, Colossians 1:13-15, 2 Peter 3:9,</li> <li>• write sensitisation or awareness messages on charts or using a digital device on God's love and plan of salvation to mankind based on John 3:16,</li> <li>• in groups, discuss the importance of redemption and make a presentation in class,</li> <li>• take part in sharing God's love through evangelization and acts of mercy at school and in the community,</li> <li>• read Ephesians 1:7 and reflect on God's saving grace.</li> </ul>	Why is God's redemptive plan important to human kind?



**Core competencies to be developed:**

- Digital literacy: The skill of using digital platforms is exhibited as learners write sensitisation or awareness messages using a digital device.
- Learning to learn: The skill of shared knowledge is portrayed as learners brainstorm how God demonstrated his love after the fall of man.

**Pertinent and contemporary issues(PCIs):**

- Analytical thinking: The learners, in groups, discuss the importance of salvation to Christians today.
- Effective communication: The learners take part in sharing God's love through evangelization.

**Values:**

- Love: The learners take part in sharing God's love by engaging in acts of mercy.
- Unity: The learners perform different activities and assignments in groups.

**Link to other subjects:**

- Social Studies: The learners demonstrate social cohesion by helping the needy.
- English language: The learners read the Bible and make presentations in class.

<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to analyse causes of sin today.	Learner analyses causes of sin today exhaustively.	Learner analyse the causes of sin today.	Learner analyses causes of sin today but leaves out some information.	Learner analyses causes of sin today but leaves out major information.
Ability to discuss moral values and life skills needed to overcome temptations.	Learner discusses moral values and life skills needed to overcome temptations in details.	Learner discusses moral values and life skills needed to overcome temptations.	Learner discusses moral values and life skills needed to overcome temptations but omits minor details.	Learner discusses moral values and life skills needed to overcome temptations but leaves omits major details.
Ability to describe how God demonstrated His love to humankind after the fall.	Learner describes how God demonstrated His love to humankind after the fall exhaustively.	Learner describes how God demonstrated His love to humankind after the fall.	Learner describes how God demonstrated His love to humankind after the fall but leaves out some information.	Learner describes how God demonstrated His love to humankind after the fall but leaves out a lot of information.
Ability to take part in sharing the love of God with others.	Learner constantly takes part in sharing the love of God with others.	Learner takes part in sharing the love of God with others.	Learner sometimes takes part in sharing the love of God with others.	Learner takes part in sharing the love of God with others but with consistent guidance.

**STRAND 2.0 THE BIBLE**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 The Bible</b>	<p><b>2.1 Faith and God’s Promises</b></p> <p><i>(6 lessons)</i></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe the background to the call of Abraham,</p> <p>b) examine ways Abraham demonstrated faith in God,</p> <p>c) apply faith in different situations as exemplified by Abraham,</p> <p>d) elaborate the promises made by God to Abraham</p> <p>e) explain the importance of God’s promises to Christians today,</p> <p>f) apply God’s promises in their daily lives.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● read Genesis 11:24-32 and Genesis 12:1 and summarise key points,</li> <li>● brainstorm and share with the class the meaning of the word, ‘<i>faith.</i>’</li> <li>● share experiences of how they exercise faith in God,</li> <li>● read Hebrews 11:1-6 and write lessons learnt in their exercise books,</li> <li>● brainstorm on how Abraham demonstrated faith in God,</li> <li>● in turns, read and discuss Genesis 12:1-3, 15:1-6; 17:23-26, 21:1-7 and 22:1-14,</li> <li>● team-up to role-play how God tested Abraham’s faith in Genesis 22 1-19,</li> <li>● journal on how they exercise faith in God in daily life,</li> <li>● brainstorm on the meaning of the word, ‘<i>Promise.</i>’</li> <li>● read Genesis 12: 2-3, 15:1- 6, 17:1-</li> </ul>	<p>How do you apply God’s promises in your daily life?</p>

			8, 17:15-18 and outline the promises made by God to Abraham for presentation in class, <ul style="list-style-type: none"> <li>• discuss the importance of God’s promises to Christians today,</li> <li>• brainstorm on how they should apply God’s promises in their day-to-day lives</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to learn: The skill of working collaboratively is portrayed as learners brainstorm and work in groups.</li> <li>• Communication: The skill of writing is demonstrated as learners journal how they exercise faith in God daily.</li> </ul>				
<b>Pertinent and contemporary Issues (PCIs):</b> <ul style="list-style-type: none"> <li>• Social awareness skills-effective communication: The learners share experiences of how they exercise faith in God.</li> <li>• Spiritual development: The learners brainstorm on how to apply God’s promises in their day-to-day lives.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: The learners work collaboratively in groups and accommodate each other’s views.</li> <li>• Responsibility: The learners perform and complete assigned tasks as on time.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• Pre-technical Studies: The learners read Hebrews 11: 1-6 and use a digital device to make notes.</li> <li>• English: The learners communicate effectively as they make presentations in class.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	<b>2.2 Abrahamic Covenant</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify covenants in modern life and their importance,</li> <li>b) elaborate the covenant made by God to Abraham,</li> <li>c) explain the importance of God’s covenant with Abraham,</li> <li>d) outline the importance of circumcision to Abraham and his descendants,</li> <li>e) evaluate characteristics of ungodly covenants today,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of the word, <i>covenant</i>, and share findings in class,</li> <li>● identify modern covenants and their importance,</li> <li>● read and discuss Genesis 15:1-18 and make a presentation using PowerPoint slides or charts,</li> <li>● watch a video clip on God’s covenant with Abraham,</li> <li>● explain the importance of God’s covenant to Abraham,</li> <li>● read Genesis 17:1- 14 and make notes,</li> <li>● discuss the importance of circumcision to Abraham and his descendants,</li> <li>● buzz on characteristics of ungodly covenants today,</li> <li>● search or read scriptures on how to distinguish between Godly from ungodly covenants,</li> </ul>	Why is Abrahamic covenant important to Christians today?

		f) establish how to discern ungodly covenants as guided by the word of God, g) desire to trust in God at all times.	<ul style="list-style-type: none"> <li>• read James 4:7, Mathew 4: 8-10, 1Peter 5:8-9, Mathew 7:15-20 and discuss how to resist or discern ungodly covenants,</li> <li>• buzz on how to apply faith in difficult situations and make summary notes.</li> </ul>	
<b>Core competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: The skill of using digital technology is enhanced as learners make PowerPoint presentations or watch a video clip on God’s covenant with Abraham.</li> <li>• Critical thinking and Problem-solving: The skill of creating solutions to complex problems is portrayed as learners buzz on how to apply faith in difficult situations.</li> </ul>				
<b>Pertinent and contemporary issues(PCIs):</b> <ul style="list-style-type: none"> <li>• Problem-solving skills: The learners buzz on how to apply faith in difficult situations.</li> <li>• Group dynamics: The learners discuss, debate and brainstorm in groups.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Respect: The learners respect each other’s views as they take turns to read, discuss and share experiences.</li> <li>• Responsibility: The learners perform and complete assignments on time.</li> </ul>				
<b>Link to other subjects:</b> <ul style="list-style-type: none"> <li>• Pre-technical Studies: The learners make a PowerPoint presentation or watch a video on God’s covenant with Abraham.</li> <li>• English: The learners read Biblical texts and communicate effectively.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 The Bible	<b>2.3 Leadership in Israel: Saul</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>discuss reasons for kingship in Israel,</li> <li>examine reasons against kingship in Israel,</li> <li>evaluate King Saul’s failures and the consequences,</li> <li>deduce lessons learnt from the failures of King Saul,</li> <li>desire to be a God-fearing leader at school and in church.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm in small groups reasons why the Israelites demanded for a king,</li> <li>read 1Samuel 8:1-9 and make short notes,</li> <li>conduct an internet or library research on reasons against kingship in Israel,</li> <li>read 1 Samuel 8:10-20 and outline reasons against kingship in Israel,</li> <li>read and discuss king Saul’s failures and the consequences; 1Samuel 13:8-14, 15:7-25,</li> <li>discuss lessons learnt from the failures of King Saul,</li> <li>journal how they exercise leadership qualities at school and in church.</li> </ul>	Why did King Saul fail in his leadership?

**Core competencies to be developed:**

- Self-efficacy: Personal skills are demonstrated as learners obey God's law.
- Digital literacy: The skill of using digital devices is portrayed as learners use the internet to research on reasons against kingship in Israel.

**Pertinent and contemporary issues (PCIs):**

- Positive behaviour change: The learners decide to obey God's instructions.
- Citizenship education-integrity: The learners apply lessons learnt from King Saul's failures by doing the will of God /following His instructions.

**Values:**

- Integrity: The learners follow God's instructions by doing the right thing even when no one is watching.
- Responsibility: The learners journal how they exercise leadership qualities at school and in church.

**Link to other subjects:**

- Pre-technical Studies: The learners conduct an internet search on reasons against kingship in Israel.
- English: The learners debate, brainstorm and read various Bible texts n turns.



<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe the background to the call of Abraham.	Learner describes the background to the call of Abraham in details.	Learner describes the background to the call of Abraham.	Learner describes the background to the call of Abraham but omits minor details.	Learner describes the background to the call of Abraham but omits major details.
Ability to examine eight ways that Abraham demonstrated faith in God.	Learner examines eight ways that Abraham demonstrated faith in God and cites relevant examples.	Learner examines eight ways that Abraham demonstrated faith in God.	Learner examines seven to four ways that Abraham demonstrated faith in God.	Learner examines three to one way that Abraham demonstrated faith in God.
Ability to apply faith in different situations.	Learner Constantly applies faith in different situations.	Learner applies faith in different situations.	Learner sometimes applies faith in different situations.	Learner applies faith in different situations with consistent guidance.
Ability to elaborate six promises made by God to Abraham.	Learner elaborates six promises made by God to Abraham using illustrations.	Learner elaborates six promises made by God to Abraham.	Learner elaborates five to three promises made by God to Abraham.	Learner elaborates two to one promise made by God to Abraham.
Ability to apply God's promises in daily life.	Learner applies God's promises in daily life and shares real life experiences.	Learner applies God's promises in daily life.	Learner makes effort to apply God's promises in daily life.	Learner applies God's promises in daily life with consistent guidance.

Ability to identify six covenants in modern life and their importance.	Learner identifies six covenants in modern life and their importance and cites relevant examples.	Learner identifies six covenants in modern life and their importance.	Learner identifies five to three covenants in modern life and their importance.	Learner identifies two to one covenant in modern life and their importance.
Ability to evaluate six characteristics of ungodly covenants.	Learner evaluates six characteristics of ungodly covenants using illustrations.	Learner evaluates six characteristics of ungodly covenants.	Learner evaluates five to three characteristics of ungodly covenants.	Learner evaluates two to one characteristic of ungodly covenants.
Ability to discuss the importance of God's covenant with Abraham.	Learner discusses the importance of God's covenant with Abraham in details.	Learner discusses the importance of God's covenant with Abraham.	Learner discusses the importance of God's covenant with Abraham but omits some details.	Learner discusses the importance of God's covenant with Abraham but omits major details.
Ability to deduce five lessons learnt from the failures of King Saul.	Learner deduces five lessons learnt from the failures of King Saul and cites relevant examples.	Learner deduces five lessons learnt from the failures of King Saul.	Learner deduces four to three lessons learnt from the failures of King Saul.	Learner deduces two to one lesson learnt from the failures of King Saul.

### STRAND 3.0 MIRACLES OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 Miracles of Jesus Christ</b>	<b>3.1 Healing of Blind Bartimaeus</b>  (7 lessons)	By the and end of the sub-strand, the learner should be able to: a) describe the healing of blind Bartimaeus, b) discuss lessons learnt from the healing of blind Bartimaeus, c) apply lessons learnt when faced with health challenges, d) desire to depend on God when faced with challenges.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on different sicknesses or challenges they face as youths,</li> <li>● discuss how they involve God when faced with challenges,</li> <li>● read Mark 10:46-52 and retell the miracle,</li> <li>● discuss lessons learnt from the healing of blind Bartimaeus and share findings with the class,</li> <li>● share personal experiences of how they applied faith in difficult situations,</li> <li>● write and say a prayer on healing,</li> <li>● in groups, visit people who are sick or those having challenges within the school to encourage and pray for them.</li> </ul>	How does the healing of blind Bartimaeus build your faith in God?

**Core competencies to be developed:**

- Communication and Collaboration: The skills of listening, speaking and teamwork are enhanced as learners brainstorm and discuss in groups.
- Self-efficacy: The skill of task execution is portrayed as learners compose a prayer on healing and recite it in class.

**Pertinent and contemporary issues (PCIs):**

Health promotion issues - Non-communicable diseases: The learners elaborate the healing of blind Bartimaeus.

**Values:**

- Love: The learners in groups, visit the sick or those facing different challenges to encourage and pray for them.

**Link to other subjects:**

- English: The learners communicate effectively by reading, brainstorming and discussing various concepts.
- Social Studies: The learners visit the sick or people experiencing different challenges in the school to encourage and pray for them.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 Miracles of Jesus Christ</b>	<b>3.2 Calming the Storm</b>  <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the miracle of calming the storm,</li> <li>b) outline lessons learnt from the miracle of calming the storm,</li> <li>c) identify the challenges they face in daily life,</li> <li>d) apply lessons learnt to overcome the challenges they face as youths,</li> <li>e) desire to depend on God when faced with challenges.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of the word, <i>storm</i>,</li> <li>● share experiences of challenging situations they have faced either as individuals or family and how they can be overcome,</li> <li>● read Mark 4:35-41 or watch a movie on calming the storm,</li> <li>● outline lessons learnt from the miracle of calming the storm and make notes,</li> <li>● choose a challenging situation affecting young people and role-play it in class (the role-play should also include solutions),</li> <li>● compose and sing a song about, overcoming the storms of life,</li> <li>● write a personal journal on how they depend on God in their daily lives,</li> <li>● read and meditate on Psalms 91:1-6.</li> </ul>	How does the miracle of calming the storm relate to challenges facing people today?

**Core competencies to be developed:**

- Creativity and Imagination: The skill of making connections is enhanced as learners role-play a challenging situation affecting young people today.
- Self-efficacy: The skill of self-awareness is demonstrated as learners discuss instances they faced challenging situations and how they overcame.

**Pertinent and contemporary issues (PCIs):**

- Problem-solving skills: The learners role-play a challenging situation and come up with solutions.
- Self-awareness: The learners write a personal journal on how they depend on God in their day-to-day life.

**Values:**

- Integrity: The learners write a personal journal on how they depend on God in their daily lives
- Unity: The learners work together to complete different tasks/assignments.

**Link to other subjects:**

- Creative Arts and Sports: The learners role-play or compose and sing a song on overcoming the storms of life.
- Pre-technical Studies: The learners watch a movie on the miracle of calming the storm.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>3.0 Miracles of Jesus Christ</b>	<b>3.3 Healing of the Paralytic</b>  <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe the healing of the paralytic, b) outline lessons learnt from the healing of the paralytic, c) examine the Pharisees' opposition to the healing of the paralytic, d) apply lessons learnt from the miracle in daily life, e) appreciate God's power over sickness and disease.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the meaning of the word, <i>paralysis</i>,</li> <li>● read and discuss Luke 5:17-26 and make a presentation in class using charts, posters or Power Point slides,</li> <li>● discuss lessons learnt from the healing of the paralytic and make notes,</li> <li>● watch a movie on the healing of the paralytic,</li> <li>● buzz on the meaning of the word, <i>blasphemy</i>,</li> <li>● brainstorm on reasons why the Pharisees accused Jesus Christ of blasphemy,</li> <li>● share personal experiences on occasions, they prayed to God for healing,</li> <li>● write a personal reflection journal on occasions when God answered their prayers.</li> <li>● read, write on flashcards and meditate on Isaiah 53:4-5.</li> </ul>	How does the healing of the paralytic build your faith in God?

**Core competencies to be developed:**

- Digital literacy: The skill of using digital learning platforms is enhanced as learners watch a movie on the healing of the paralytic.
- Self-efficacy: The skill of self-awareness is portrayed as learners write a personal reflection journal on occasions when God answered their prayers.

**Pertinent and contemporary issues (PCIs):**

- Effective communication: The learners share personal experiences on instances when they prayed to God for healing.
- Self-awareness: The learner writes a reflection journal on occasions when God answered their prayers.

**Values:**

- Respect: The learners take turns as they discuss and brainstorm on various activities.
- Unity: The learners work in groups as they discuss, read various Bible texts and watch a movie on the healing of the paralytic.

**Link to other subjects:**

- Integrated Science: The learners brainstorm on the meaning of paralysis.
- English: The learners read various Bible texts and make presentations in class.



<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe the three miracles performed by Jesus Christ.	Learner describes three miracles performed by Jesus Christ illustratively.	Learner describes three miracles performed by Jesus Christ.	Learner describes two miracles performed by Jesus Christ.	Learner describes only one miracles performed by Jesus Christ.
Ability to apply lessons learnt from the miracles of Jesus Christ in daily life.	Learner applies lessons learnt from the miracles of Jesus Christ in daily life and share real life experiences.	Learner applies lessons learnt from the miracles of Jesus Christ in daily life.	Learner makes some effort to apply lessons learnt from the miracles of Jesus Christ in daily life.	Learner applies lessons learnt from the miracles of Jesus Christ daily life when prompted.

## STRAND 4.0 TEACHINGS OF JESUS CHRIST

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Teachings of Jesus Christ</b>	<b>4.1 Teachings on Prayer</b>  <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline the importance of prayer in the life of a Christian,</li> <li>b) discuss the importance of having faith when they pray to God,</li> <li>c) demonstrate love by praying for all people,</li> <li>d) apply lessons learnt by praying persistently,</li> <li>e) exercise faith whenever they pray to God.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● share with peers how they pray to God in their daily lives,</li> <li>● brainstorm on the importance of having faith in God whenever they pray,</li> <li>● read Mark 11:22–24 and share how to pray by faith,</li> <li>● read, Matthew 5:44-45 and share instances they prayed for both friends and enemies,</li> <li>● read Matthew 6:5-8 and outline the main teachings,</li> <li>● perform a skit or a role play based on Matthew 6:5-8,</li> <li>● journal their day-to-day prayer life experiences.</li> </ul>	How do you apply the teachings of Jesus Christ in your day-to-day life?

**Core competencies to be developed:**

- Communication and Collaboration: The skills of speaking, listening and teamwork are portrayed as learners' brainstorm on the importance of having faith in God.
- Self-efficacy: The skill of task execution is exhibited as learners share personal experiences of how they pray to God in their daily lives.

**Pertinent and contemporary issues (PCIs):**

- Spiritual development: The learners' journal their day-to-day prayer life experiences.
- Healthy relationships: The learners share instances they prayed for both friends and enemies.

**Values:**

- Respect: The learners demonstrate respect for one another as they take turns to talk/accommodate each other's views.
- Responsibility: The learners take responsibility for their daily tasks or assignments and pray daily.
- Love: The learners pray for both friends and enemies as outlined in Matthew 5:44-45.

**Link to other Subjects**

- Pre-technical Studies: The learners use PowerPoint slides to make presentations.
- English: The learners read, brainstorm, share experiences and journal their day-to-day prayer life experiences.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>4.0 Teachings of Jesus Christ</b>	<b>4.2 The Lost Sheep</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the parable of the lost sheep, b) take part in reaching out to the lost through evangelism, c) exemplify God's love by serving all people.	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on God's love for the sinner,</li> <li>● read Luke 15:1-7 and make notes on the parable of the lost sheep,</li> <li>● outline lessons learnt from the parable of the lost sheep,</li> <li>● role-play the parable of the lost sheep,</li> <li>● describe how they respond to God's saving grace,</li> <li>● brainstorm on how to reach out to the sinner,</li> <li>● organise a class visit to the less fortunate, give them various items; as a way of sharing God's love with them,</li> <li>● participate in evangelising to the lost through church mission work or youth outreach programmes,</li> <li>● compose and sing a song on God's love for the lost.</li> </ul>	How does the parable of the lost sheep portray God's love for the sinner?

**Core competencies to be developed:**

- Citizenship: Active community skills are demonstrated as learners organise a class visit to the less fortunate and donate items.
- Creativity and Imagination: The skill of making connections is exhibited as learners undertake a task to compose and sing a song on God's love for the lost.

**Pertinent and contemporary issues (PCIs):**

- Social cohesion: The learners in groups, outline lessons learnt from the parable of the lost sheep and reach out to the lost/sinner.
- Roles sharing: The learners perform different roles as they dramatize the parable of the lost sheep.

**Values:**

- Love: The learners demonstrate the love of God by reaching out to the lost/sinner.
- Respect: The learners take turns to read various Bible texts and appreciate each other's opinions during class discussions.

**Link to other subjects:**

- Creative Arts and Sports: The learners role-play the parable of the lost sheep.
- English: The learners brainstorm on how to reach out to the lost/sinner.

<b>Suggested Assessment Rubric</b>				
<b>Level Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to discuss the importance of prayer.	Learner discusses the importance of prayer in details.	Learner discusses the importance of prayer.	Learner discusses the importance of prayer leaving minor details.	Learner discusses the importance of prayer leaving major details.
Ability to demonstrate love by praying for all people as taught by Jesus Christ.	Learner constantly demonstrates love by praying for all people as taught by Jesus Christ.	Learner demonstrates love by praying for all people as taught by Jesus Christ	Learner demonstrates love by praying for friends only.	Learner demonstrates love by praying for friends only when prompted.
Ability to describe the parable of the lost sheep.	Learner describes the parable of the lost sheep in details.	Learner describes the parable of the lost sheep.	Learner describes the parable of the lost sheep but leaves out minor details.	Learner describes the parable of the lost sheep but omits major details.
Ability to take part in reaching out to the lost through mission work.	Learner constantly takes part in reaching out to the lost through mission work.	Learner takes part in reaching out to the lost through mission work.	Learner sometimes takes part in reaching out to the lost through mission work.	Learner takes part in reaching out to the lost through mission work when prompted.

## STRAND 5.0 THE CHURCH

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.1 The Holy Spirit</b>  <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe the outpouring of the Holy Spirit on the day of Pentecost,</li> <li>analyse ways Christians exemplify the fruit of the Holy Spirit,</li> <li>take part in church activities to foster responsibility,</li> <li>explain the importance of participating in Church activities,</li> <li>desire to be guided by the Holy Spirit in daily life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm on the meaning of ‘<i>the Day of Pentecost.</i>’</li> <li>share what they know about the day of Pentecost,</li> <li>read Acts 2: 1-11 and make notes,</li> <li>download and watch a video on the day of Pentecost,</li> <li>use a digital device or a chart to write key points on the day of Pentecost,</li> <li>read Galatians 5: 22-23 and list the fruit of the Holy Spirit on flashcards,</li> <li>sort the flashcards according to the fruit they practise,</li> <li>write a reflection journal on how they practise the fruit of the Holy Spirit,</li> <li>conduct a buzz session and list the activities they do in the church,</li> <li>outline the importance of participating in church activities,</li> <li>share experiences on how they depend on the guidance of the Holy Spirit.</li> </ul>	Why should you depend on the Holy Spirit?

**Core competencies to be developed:**

- Digital literacy: The skill of using digital technology is enhanced as learners download and watch a video about the day of Pentecost.
- Citizenship: The skill of appropriate interaction with the community is enhanced as learners take part in church activities or mission work.

**Values:**

- Love: The learners exercise the fruit of love in their day-to-day lives by living harmoniously with others.
- Responsibility: The learners participate in church activities or mission work.

**Pertinent and contemporary issues (PCIs):**

- Information technology: The learners use a digital device to write key points on the day of Pentecost.
- Spiritual development: The learners participate in church activities or mission work.

**Link to other subjects:**

- Pre-technical Studies: The learners use a digital device to watch and download a video on the day of Pentecost.
- English: The learners read Bible texts and communicate effectively during discussions or buzz sessions.



Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>5.0 The Church</b>	<b>5.2 Acts of Compassion</b> <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe the role of the church in helping the needy, b) list the needy/those who should be helped; Leviticus 19:32-33 & Psalms 82:3, c) relate acts of compassion itemised in Matthew 25:31-40, d) establish those who will inherit the kingdom of God; Matthew 25:34-40, e) distinguish unrighteous acts specified in Matthew 25:41-46,	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm and list people with diverse needs in the community,</li> <li>● share experiences on occasions they helped the needy,</li> <li>● discuss ways Christians care and help the needy in the society,</li> <li>● explain the role of the church in helping the needy/destitute,</li> <li>● collect pictures of people showing acts of compassion, make a collage and display it in class,</li> <li>● read Leviticus 19:32-33 and Psalms 82:3 and list categories of people mentioned,</li> <li>● how should you treat the people listed in Leviticus 19:32-33 and Psalms 82:3,</li> <li>● outline acts of compassion listed in Matthew 25:31-40,</li> <li>● who will inherit the Kingdom of God according to Matthew 25:34-40,</li> <li>● write Matthew 25:40 on a chart and display it in class,</li> </ul>	Why should you participate in Acts of Compassion?

		<p>f) take part in a community service activity in the school neighbourhood,</p> <p>g) desire to participate in acts of charity.</p>	<ul style="list-style-type: none"> <li>● write, Matthew 25:40 on a flash card and meditate on it,</li> <li>● who are the unrighteous according to Matthew 25:41-46,</li> <li>● role play Mathew 25:31-46,</li> <li>● as a class, organise a visit to the less fortunate, write a detailed report of your visitation, activities done, and lessons learnt and present it in hard copy or PowerPoint slides,</li> <li>● list acts of charity they will participate in as individuals or as a group,</li> <li>● compose a poem on helping the needy/ destitute.</li> </ul>	
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**Core competencies to be developed:**

- Digital literacy: The skill of interacting with digital technology is exhibited as learners write a report using digital devices.
- Critical thinking and Problem-solving: The skill of research is demonstrated as learners identify a need in the community and provide a solution.
- Learning to learn: The skill of working collaboratively is portrayed as learners visit the needy or the less fortunate and offer help.

**Values:**

- Respect: The learners appreciate the needy and the vulnerable members of the society.
- Love: The learners participate in offering services to the needy and vulnerable members of the society.
- Responsibility: The learners show care and concern to the needy by visiting them and offering different services to them.

**Pertinent and contemporary issues (PCIs):**

- Empathy: The learners identify a place (e.g. a hospital, a children's home or home for the elderly), analyse the needs of the people and organise a community service activity.
- Healthy inter and intra-personal relationships: The learners respect and care for the elderly members in their families, the church or in the community.
- Skills building-helping people with special needs: The learners show love and concern for people with special needs by visiting and attending to their needs.

**Link to other subjects:**

- Pre-technical Studies: The learners use digital devices to make PowerPoint presentations/slides.
- Social Studies: The learners in the company of the teacher or guardian identify and respond to the needs of the vulnerable and destitute in the community.

<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to describe the outpouring of the Holy Spirit on the day of Pentecost	Learner describes the outpouring of the Holy Spirit on the day of Pentecost in details.	Learner describes the outpouring of the Holy Spirit on the day of Pentecost.	Learner describes the outpouring of the Holy Spirit on the day of Pentecost but omits minor details.	Learner describes the outpouring of the Holy Spirit on the day of Pentecost but omits major details.
Ability to analyses six ways Christians exemplify the fruit of the Holy Spirit.	Learner analyses six ways Christians exemplify the fruit of the Holy Spirit and uses illustrations.	Learner analyses six ways Christians exemplify the fruit of the Holy Spirit.	Learner analyses five to three ways Christians exemplify the fruit of the Holy Spirit.	Learner analyse two to one way Christians exemplify the fruit of the Holy Spirit.
Ability to describe six roles played by the church in caring for the needy.	Learner describes six roles played by the church in caring for the needy and cites relevant examples.	Learner describes six roles played by the church in caring for the needy.	Learner describes five to three roles played by the church in caring for the needy.	Learner describes two to one role played by the church in caring for the needy.
Ability to take part in a community service activity in the school neighbourhood.	Learner constantly takes part in several community service activities in the school neighbourhood.	Learner takes part in a community service activity in the school neighbourhood.	Learner sometimes takes part in a community service activity in the school neighbourhood.	Learner attempts to take part in a community service activity in the school neighbourhood.

**STRAND 6.0 CHRISTIAN LIVING TODAY**

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>6.0 Christian Living Today</b>	<b>6.1 Family Relationships</b>  <i>(6 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) outline roles played by different family members, b) identify practices which depict healthy family relationships, c) outline causes of conflicts in families today, d) propose solutions to conflicts facing families today, e) describe ways children should relate to their parents, f) list five values needed to live harmoniously with family members	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the responsibilities of parents, children and other members of the family,</li> <li>● discuss how a healthy family should live,</li> <li>● debate on the causes of conflicts in families today,</li> <li>● discuss how peer pressure can cause conflict in families today,</li> <li>● find out ways to overcome peer influence/rebellion against parents,</li> <li>● research on other possible solutions to family conflicts,</li> <li>● read Ephesians 6:1-4, Exodus 20:12, Colossians 3:20 and state how they should treat their parents,</li> <li>● write the promise given in Exodus 20:12 on a flash card and recite it,</li> <li>● list five values needed to live harmoniously with family members,</li> </ul>	How do you relate with your family members?

		g) utilize the values listed in their interaction with family members.	<ul style="list-style-type: none"> <li>journal how they apply the values listed to ensure family unity,</li> <li>share the journal with their parents or guardians.</li> </ul>	
<p><b>Core competencies to be involved:</b></p> <ul style="list-style-type: none"> <li>Communication and Collaboration: The skills of listening, speaking and teamwork are enhanced as learners discuss and brainstorm in groups.</li> <li>Learning to learn: The skill of sharing learnt knowledge is exhibited as learner's debate on; causes of conflicts in families today.</li> </ul>				
<p><b>Pertinent and contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>Peer pressure resistance: The learners discuss how peer pressure can cause family conflicts and suggest ways to overcome peer influence or rebellion against parents.</li> <li>Problem-solving skills: The learners in groups, suggest solutions to family conflicts.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Unity: In groups, learners suggest solutions to family conflicts.</li> <li>Responsibility: The learners brainstorm on their responsibilities in the family set up.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>Social Studies: The learners in groups, suggest ways to overcome peer influence or rebellion against parents.</li> <li>English: The learners journal how they apply the values listed to ensure family unity.</li> </ul>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.2 Human Sexuality: Responsible Sexual Behaviour</b>  (7 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify forms of sexual abuse and how to avoid or overcome abuse,</li> <li>b) evaluate causes of teenage pregnancies today,</li> <li>c) examine the consequences of engaging in irresponsible sexual behaviour,</li> <li>d) discuss values and life skills needed to avoid irresponsible sexual behaviour,</li> <li>e) choose to live responsibly as guided by the word of God,</li> <li>f) respect their bodies by living a morally upright life .</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● discuss the meaning of human sexuality and share findings in class,</li> <li>● research on forms of sexual abuse and make presentations using PowerPoint slides or charts,</li> <li>● list places or settings they should avoid for their own safety,</li> <li>● discuss ways and where to report cases of sexual abuse,</li> <li>● listen and ask a child protection officer (CPO) question(s) on what to do in case of defilement,</li> <li>● outline the causes of early pregnancies among teenage girls and make a presentation in class,</li> <li>● brainstorm and list forms of irresponsible sexual behaviour,</li> <li>● buzz on the consequences of engaging in irresponsible sexual behaviour,</li> </ul>	Why should you live responsibly as a youth?

			<ul style="list-style-type: none"> <li>● read, recite and write on flashcards; 1Thessalonians 4:3-6, Romans 12:1-2 and 1 Corinthians 6:18-20,</li> <li>● brainstorm and list values and life skills needed to avoid irresponsible sexual behaviour,</li> <li>● write and share sensitisation messages on the importance of not engaging in irresponsible sexual behaviour (<i>they may pin the messages on the school notice board or hang them on the classroom wall</i>),</li> <li>● debate on the topic, ‘Overcoming peer pressure as a youth’</li> <li>● pray and depend on God to overcome temptations,</li> <li>● read, meditate and apply 1Peter 2:11 in their lives.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: The skill of self-awareness is exhibited as learners appreciate their body as the temple of the Holy Spirit and avoid irresponsible sexual behaviour.</li> <li>● Critical thinking and Problem-solving: The skill of problem-solving is demonstrated as learners write sensitisation messages and debate on how to overcome negative peer influence.</li> </ul>				



**Pertinent and contemporary issues (PCIs):**

- Self-awareness: The learners appreciate their body as the temple of the Holy Spirit and avoid irresponsible sexual behaviour.
- Assertiveness: The learners exercise self-control by saying 'No!' to irresponsible sexual behaviour.
- Human sexuality-Abstinence: The learners make a decision not to engage in irresponsible sexual behaviour before marriage (I Corinthians 6:18-20).
- Life skills: The learners overcome growth and developmental changes by overcoming lust and depending on God to overcome temptations.
- Peer pressure resistance: The learners apply life skills in their interactions to avoid negative peer influence.

**Values:**

- Integrity: The learners make a moral decision on abstinence by not engaging in irresponsible sexual behaviour.
- Responsibility: The learners are accountable for their own actions and are accountable to God since their bodies are the temple of the Holy Spirit, therefore avoid/overcome irresponsible sexual behaviour.

**Link to other subjects:**

- Social Studies: The learners as patriotic citizens avoid premarital sex because of the negative consequences associated with it.
- English: The learners debate on the topic, '*overcoming negative peer pressure.*'

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.3 Sacredness of life</b>  <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the meaning of sacredness of life,</li> <li>b) elaborate sacredness of life from the scriptures provided,</li> <li>c) discuss how the right to life is violated today,</li> <li>d) evaluate causes of suicide in today's society,</li> <li>e) examine causes of abortion among teenage girls,</li> <li>f) analyse the consequences of violating the right to life,</li> <li>g) compile values and life skills needed to uphold sacredness of life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of sacredness of life,</li> <li>• read, Genesis 4:10-11, Genesis 9:6, Exodus 20:13, Deuteronomy 18:10, , Proverbs 6:16-17 &amp; Matthew 6:25 and summarise key points on sacredness of life on a chart,</li> <li>• explain why killing is morally wrong,</li> <li>• discuss how the right to life is violated today,</li> <li>• brainstorm on reasons which cause some youths to commit suicide,</li> <li>• discuss the negative effects of suicide to an individual and the family,</li> <li>• jointly list the causes of abortion among teenage girls today,</li> <li>• team up to discuss why abortion is a sin; Psalms 139:13-16, Jeremiah 1:5</li> <li>• debate on the consequences of abortion to an individual and the family,</li> </ul>	How do you uphold sacredness of life?

			<ul style="list-style-type: none"> <li>• brainstorm on values and life skills needed to uphold the sacredness of life,</li> <li>• compose a song on how safe road use can preserve life,</li> <li>• sing the song at the school assembly to sensitise other learners on safe road use,</li> <li>• engage a resource person on how to overcome stress that may lead to violation of life.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: The skill of sensitivity and awareness is demonstrated as learners’ respect and uphold sacredness of life.</li> <li>• Learning to learn: The skill of information and support is portrayed as learners brainstorm on the meaning of sacredness of life/ discuss biblical teachings on sacredness of life.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The learners discuss how to overcome/avoid taking one’s life or other people's lives.</li> <li>• Social justice: The learners acquire skills and values needed to uphold and respect the sacredness of life.</li> <li>• Integrity: The learners decide to do what is morally right by protecting and upholding the right to life.</li> </ul>				
<p><b>Pertinent and contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Human /Children rights: The learners protect and appreciate the sacredness of life.</li> <li>• Self-awareness: The learners in pairs, discuss the negative effects of suicide on an individual and the family.</li> <li>• Coping with stress: The learners learn about values and life skills needed to cope with stress to avoid taking one’s life.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• Social Studies: The learners discuss and brainstorm on Human rights/ right to life.</li> <li>• English: The learners engage/interview a resource person on how to uphold sacredness of life.</li> </ul>				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.4 Bullying</b>  <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify causes of bullying at school and in the community,</li> <li>b) analyse the effects of bullying on an individual and the family,</li> <li>c) outline values needed to co-exist peacefully from the scriptures provided,</li> <li>d) model the value of love in their interaction with others.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the term, <i>bullying</i>,</li> <li>• list types of bullying</li> <li>• in pairs answer the questions; have you ever been bullied? How did it affect your self-esteem?</li> <li>• discuss why young people bully or dislike others,</li> <li>• debate on the topic; bullying is morally wrong and unacceptable,</li> <li>• buzz on where and whom to report to in case you are bullied,</li> <li>• discuss the negative results of bullying on the individual and family,</li> <li>• brainstorm on values needed to co-exist peacefully with others,</li> <li>• read 1 John 3:15, I Peter 3:8, Roman 14:19, Proverbs 22:10, and list the values drawn from the scriptures,</li> <li>• discuss how the values you have listed can enhance peaceful co-existence,</li> </ul>	Why is bullying unacceptable?

			<ul style="list-style-type: none"> <li>• share sensitisation messages on the effects of bullying and how to live peacefully with others, (<i>this can be presented to the school during assembly time</i>)</li> <li>• journal their resolve to avoid bullying as guided by the scriptures.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: The skill of teamwork is enhanced as learners brainstorm in groups, and share experiences on the negative effects of bullying.</li> <li>• Self-efficacy: Personal skills are portrayed as learners develop a positive attitude towards self and others to overcome bullying.</li> </ul>				
<p><b>Pertinent and contemporary issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Counselling services -Positive behaviour change: The learners are guided on the negative effects of bullying others and the need for peaceful co-existence.</li> <li>• Peer education and Mentorship-Healthy inter and intra-personal relationships: The learners co-exist harmoniously by respecting each other/loving others as guided by the Bible.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love: The learners appreciate others despite their racial, ethnic or religious background this enhances harmonious co-existence.</li> <li>• Peace: The learners avoid hurting others and resolve conflicts amicably.</li> </ul>				
<p><b>Link to other subjects:</b></p> <ul style="list-style-type: none"> <li>• English: The learners brainstorm, read, and discuss the need for harmonious co-existence and the negative effects of bullying.</li> <li>• Pre-technical Studies: The learners use a digital device to write sensitisation messages on the negative effects of bullying.</li> <li>• Social Studies: The learners apply values and life skills in their interaction with others to form harmonious relationships.</li> </ul>				

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.5 Work Talents, Gifts and Abilities</b>  <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify their God-given talents, gifts and abilities,</li> <li>b) take part in different activities to nurture their talents,</li> <li>c) describe the parable of the talents in Matthew 25:14-30,</li> <li>d) discuss lessons learnt from the parable of the talents,</li> <li>e) apply lessons learnt from the parable of talents in daily life,</li> <li>f) originate an income-generating enterprise to enhance financial literacy skills,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on what they enjoy doing while at home, school and in the community,</li> <li>● share experiences of the talents, gifts and unique abilities they possess,</li> <li>● read and recite James 1:17, Romans 11:29 and appreciate God as the giver of unique gifts, talents and abilities,</li> <li>● showcase the gifts, abilities and talents they possess ( for example; <i>they can role-play, dramatise a play or a Bible story, draw, sing, paint, compose and recite poems</i>),</li> <li>● participate in various activities or competitions such as (<i>drawing, painting, singing, knitting, cooking, sports, acting, preaching</i>) and write a report for presentation in class,</li> <li>● retell the parable of the talents; Matthew 25:14-30 and make notes,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you discover your talents, gifts and abilities?</li> <li>2. How do you use your God-given talents, gifts and abilities?</li> </ol>

		<p>g) demonstrate accountability by saving money from the enterprise,</p> <p>h) utilize their God given talents, gifts and abilities to serve others.</p>	<ul style="list-style-type: none"> <li>● outline lessons learnt from the parable of the talents and make a presentation in class,</li> <li>● buzz on how they will apply lessons learnt from the parable of the talents in their daily lives,</li> <li>● brainstorm on income-generating ideas they can invest in as young people,</li> <li>● start a project at home or school and report its performance monthly,</li> <li>● save money from the project or business and keep records,</li> <li>● participate in acts of mercy as a way of giving back to the society</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: The skill of testing ideas is exhibited as learners come up with an income-generating project and save money from the business/enterprise.</li> <li>● Self-efficacy: Personal skills are displayed as learners showcase the gifts/abilities/talents they possess (<i>they can role-play, dramatise a play or Bible story, draw, sing, or compose and recite poems</i>).</li> </ul>				

**Pertinent and contemporary issues (PCIs):**

- Career guidance- self-awareness-interest, strength, passion: The learners participate in various activities or competitions, such as, *drawing, painting, singing, knitting, cooking, sports, acting, preaching* and write a report.
- Parental empowerment and engagement-Talents and careers- Resource mobilization; parents or guardians provide resources and guide and support learners to nurture their talents, gifts and abilities at home and school.
- Financial literacy: The learners initiate a business enterprise and save money from the enterprise.

**Values:**

- Responsibility: The learners are accountable and engage actively in assigned roles and duties.
- Patriotism: The learners are aware of their duties and responsibilities hence they nurture and develop their talents by participating in various activities.

**Links to other subjects:**

- Pre-technical Studies: The learners engage in an income-generating activity and outline ways of saving money from the project/enterprise.
- Social Studies: The learners participate in an activity that is beneficial to the community.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.0 Christian Living Today</b>	<b>6.6 Leisure</b> <i>(7 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) explain how they spend their leisure time, b) identify reasons for misuse of leisure among youths, c) analyse the consequences of misusing leisure, d) examine ways of using leisure time constructively, e) utilize leisure time appropriately as guided by the scriptures, f) compile values and life skills needed for proper use of leisure time, g) value leisure time and use it constructively.	The learner is guided to: <ul style="list-style-type: none"> <li>• brainstorm on the meaning of the word, 'leisure.'</li> <li>• share experiences of how they spend their free time,</li> <li>• debate on why and how youths misuse leisure today,</li> <li>• discuss the negative results of misusing leisure time,</li> <li>• discuss and make notes on constructive ways of using their free time/leisure,</li> <li>• design posters/charts on positive ways of using leisure time and display it in class or on the school notice board,</li> <li>• read Exodus 20:11, 1 Corinthians 10:23, 1 Corinthians 10:31, Philippians 4:8; outline lessons learnt on good use of free time/leisure</li> <li>• list values and life skills needed to use leisure time appropriately,</li> <li>• journal how they will apply the values and life skills in daily life to avoid misuse of leisure.</li> </ul>	How do you spend your leisure?

**Core competencies to be developed:**

- Self-efficacy: The skill of self-awareness is demonstrated since learners are confident about their capabilities to use leisure time appropriately.
- Communication and Collaboration: The skill of teamwork is enhanced as learners in groups discuss and make notes on constructive ways of using their free time.

**Pertinent and contemporary issues (PCIs):**

- Self-awareness: The learner's journal how they will apply the values and life skills acquired to avoid misuse of leisure.
- Peer pressure resistance: The learners resist negative peer influence by not engaging in vices such as alcohol, drug and substance abuse.

**Values:**

- Responsibility: The learners are accountable and use their leisure time appropriately.
- Unity: The learners in groups, discuss the negative results of misusing leisure.

**Link to other subjects:**

- Creative Arts and Sports: The learners participate in activities or competitions that nurture their talents, gifts and abilities.
- Social Studies: The learners outline values and life skills needed to use leisure time appropriately.

<b>Suggested Assessment Rubric</b>				
<b>Level</b> <b>Indicator</b>	<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Ability to identify six causes of conflicts in families today.	Learner identifies six causes of conflicts in families today and cites relevant examples.	Learner identifies six causes of conflicts in families today.	Learner identifies five to three causes of conflicts in families today.	Learner identifies two to one cause of conflict in families today.
Ability to evaluate causes of teenage pregnancy today.	Learner evaluates causes of teenage pregnancy today in details.	Learner evaluates causes of teenage pregnancy today.	Learner evaluates causes of teenage pregnancy today but omits minor details.	Learner evaluates causes of teenage pregnancies today but omits major details.
Ability to examine eight consequences of engaging in irresponsible sexual behaviour.	Learner examines eight consequences of engaging in irresponsible sexual behaviour and cites relevant examples.	Learner examines eight consequences of engaging in irresponsible sexual behaviour.	Learner examines seven to four consequences of engaging in irresponsible sexual behaviour.	Learner examines three to one consequence of engaging in irresponsible sexual behaviour.
Ability to discuss how the right to life is violated today.	Learner discusses how the right to life is violated today in details.	Learner discusses how the right to life is violated today.	Learner discusses how the right to life is violated today but omits minor information.	Learner briefly discusses how the right to life is violated today but omits major information.

Ability to analyse eight consequences of violating the right to life.	Learner analyses eight consequences of violating the right to life using relevant examples.	Learner analyses eight consequences of violating the right to life.	Learner analyses seven to four consequences of violating the right to life.	Learner analyses three to one consequence of violating the right to life.
Ability to identify six causes of bullying at school and in the community.	Learner identifies six causes of bullying at school and in the community using illustrations.	Learner identifies six causes of bullying at school and in the community.	Learner identifies five to three causes of bullying at school and in the community.	Learner identifies two to one cause of bullying at school and in the community.
Ability to model the value of love in their interaction with others.	Learner constantly models the value of love in their interaction with others.	Learner models the value of love in their interaction with others.	Learner sometimes models the value of love in their interaction with others.	Learner models the value of love in their interaction with others but with consistent guidance.
Ability to identify reasons that lead to misuse of leisure among youths.	Learner identifies reasons that lead to misuse of leisure among youths in details.	Learner identifies reasons that lead to misuse of leisure among youths.	Learner identifies reasons that lead to misuse of leisure among youths but omits some information.	Learner identifies reasons which lead to misuse of leisure among youths but omits a lot of information.

Ability to analyse eight consequences of misusing leisure time.	Learner analyses eight consequences of misusing leisure and guides peers on proper use of leisure.	Learner analyses eight consequences of misusing leisure time.	Learner analyses eight to four consequences of misusing leisure.	Learner analyses three to one consequence of misusing leisure time.
Ability to examine ways of using leisure time constructively.	Learner examines ways of using leisure time constructively in details.	Learner examines ways of using leisure time constructively.	Learner examines ways of using leisure time constructively but omits minor details.	Learner examines ways of using leisure time constructively but omits major details.
Ability to identify their God-given talents, gifts and abilities.	Learner identifies their God-given talents, gifts and abilities with ease.	Learner identifies their God-given talents, gifts and abilities.	Learner identifies some of their God-given talents, gifts and abilities.	Learner identifies their God-given talents, gifts and abilities with guidance.
Ability to originate an income-generating enterprise.	Learner originates several income-generating enterprises and saves money.	Learner originates an income-generating enterprise.	Learner makes effort to originate an income-generating enterprise.	Learner originates an income-generating enterprise with assistance.

## APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

### Introduction

In Grade 8, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a whole school approach, where all members of the school community including teachers, school administration, parents/guardians/local community and support staff will be involved. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL projects. The teachers will select a theme drawn from different learning areas and the broader categories of pertinent and contemporary issues (PCIs) for the CSL project. It should also provide an opportunity for the development of core competencies and nurturing of values. Learners will undertake one common integrated class CSL project following a 6-step milestone approach as follows:

<b>Milestone</b>	<b>Description</b>
Milestone 1	<p><b>Problem Identification</b> Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be:</p> <ul style="list-style-type: none"><li>• Environmental degradation</li><li>• Lifestyle diseases, communicable and non-communicable diseases</li><li>• Poverty</li><li>• Violence and conflicts in the community</li><li>• Food security issues</li></ul>

Milestone 2	<b>Designing a solution</b> Learners create an intervention to address the challenge identified.
Milestone 3	<b>Planning for the Project</b> Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	<b>Implementation</b> The learners execute the project and keep evidence of work done.
Milestone 5	<b>Showcasing /Exhibition and Report Writing</b> Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback. Learners write a report detailing their project activities and lessons from the feedback.
Milestone 6	<b>Reflection</b> Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project, as well as how the project helped to deepen learning of the academic concepts.

**Note:** The milestones will be staggered across the 3 terms of the academic calendar.

### **Assessment of CSL Integrated Project**

Assessment for the integrated CSL project will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class project. It will focus on 3 components namely: skills from various learning areas applied in carrying out the project, core competencies developed and values nurtured.

**APPENDIX 2: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

<b>Strand</b>	<b>Sub-strand</b>	<b>Assessment Methods Suggested</b>	<b>Suggested Learning Resources</b>	<b>Non-Formal Learning activities</b>
<b>1.0 Creation</b>	<b>1.1 Origin and Consequences of Sin</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Question(s)</li> <li>• Written Assignments</li> <li>• Checklists</li> <li>• Rubrics</li> <li>• Rating Scales</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Resources @ <a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>• Posters/ Charts/Flashcards</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Share sensitization messages on the consequences of sin during clubs and societies.</li> </ul>
	<b>1.2 God's plan for Redemption</b>	<ul style="list-style-type: none"> <li>• Oral/Aural Question(s)</li> <li>• Written Assignments</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Resources @ <a href="http://www.kec.ac.ke">www.kec.ac.ke</a></li> <li>• Pictures/Photographs/Magazines/Journals/Newspaper cuttings</li> <li>• Flashcards/Charts/Posters</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Share the message of salvation to others/evangelise.</li> </ul>



<b>Strand</b>	<b>Sub-strand</b>	<b>Assessment Methods Suggested</b>	<b>Suggested Learning Resources</b>	<b>Non-Formal Learning activities</b>
<b>2.0 The Bible</b>	<b>2.1 Faith and God's Promises</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Oral/Aural Question(s)</li> <li>• Rubrics</li> <li>• Anecdotal Records</li> <li>• Rating Scales</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Resources @www.kec.ac.ke</li> <li>• Audio-visual Resources</li> <li>• Charts/Journals/Posters</li> <li>• Newspaper cuttings/Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in clubs and societies.</li> </ul>
	<b>2.2 Abrahamic Covenant</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Question(s)</li> <li>• Rubrics</li> <li>• Anecdotal Records</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Resources @ www.kec.ac.ke</li> <li>• Pictures and photographs/Charts/Flashcards</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a video clip on Abraham's Covenant with God during Programme of Pastoral Instructions.</li> </ul>

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>2.3 Leadership in Israel (Saul</b>	<ul style="list-style-type: none"> <li>• Written Assignments</li> <li>• Oral/Aural Question(s)</li> <li>• Rating Scales</li> <li>• Peer Assessment</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Workbooks</li> <li>• Charts/posters/Pictures and photographs</li> <li>• Audio visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Hold discussion groups in clubs and societies on good leadership.</li> </ul>
<b>3.0 The Life and Ministry of Jesus</b>	<b>Selected Miracles of Jesus Christ</b>  <b>3.1 Healing of Blind Bartimaeus</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Written Assignments</li> <li>• Oral/Aural Question(s)</li> <li>• Rubrics</li> <li>• Anecdotal Records</li> <li>• Peer Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/Pictures and photographs/Charts/Flashcards</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Present a drama/role play on the healing of blind Bartimaeus during clubs and societies.</li> </ul>

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>3.2 Calming the Storm</b>	<ul style="list-style-type: none"> <li>● Oral/Aural Question(s)</li> <li>● Questionnaires</li> <li>● Self-assessment</li> <li>● Peer Assessments</li> <li>● Portfolio</li> <li>● Rubrics</li> <li>● Rating Scales</li> <li>● Observation Schedule</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Approved Learning Resources by KICD</li> <li>● Digital Learning Resources @www.kec.ac.ke</li> <li>● Posters/Pictures and photographs/Charts/Journals/Magazines/</li> <li>● Hymn Books</li> <li>● Audio-visual resources</li> </ul>	<ul style="list-style-type: none"> <li>● Role-play the calming of the storm.</li> </ul>
	<b>3.3 Healing of the Paralytic</b>	<ul style="list-style-type: none"> <li>● Oral/Aural Question(s)</li> <li>● Questionnaires</li> <li>● Self-assessment</li> <li>● Peer Assessments</li> <li>● Portfolio</li> <li>● Rubrics</li> <li>● Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Approved Learning Resources by KICD</li> <li>● Digital Learning Resources @www.kec.ac.ke</li> <li>● Posters/ Pictures and photographs</li> <li>● Hymn books</li> <li>● Pictures and photographs/Charts/Posters/Magazines/Journals</li> <li>● Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Compose poems/songs on the healing power of God.</li> </ul>

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>4.0 Selected Teachings of Jesus Christ</b> <b>4.1 Teachings on Prayer</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/Charts/Posters/Pictures and photographs/Newspaper cuttings/Magazines</li> <li>• Hymn books</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lead prayers during parent's day or the school assembly or during clubs and societies.</li> </ul>
	<b>4.2 The Lost Sheep</b>	<ul style="list-style-type: none"> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> <li>• Rating Scales</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/Pictures and photographs/Newspaper cuttings/Magazines</li> <li>• Hymn Books</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in role-plays/dramatization.</li> </ul>

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
<b>5.0 The Church</b>	<b>5.1 The Holy Spirit</b>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Journals</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Posters/Pictures and photographs/Newspaper cuttings</li> <li>• Charts/Posters/Flash cards</li> <li>• Hymn Books</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Church activities to nurture their spiritual gifts.</li> </ul>
	<b>5.2 Acts of Compassion</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Project</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Digital Learning Resources @www.kec.ac.ke</li> <li>• Pictures and photographs/Newspaper cuttings/Magazines</li> <li>• Hymn Books</li> <li>• Charts/Posters/Flash cards</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Visit the less fortunate and donate items and pray with them.</li> </ul>

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
<b>6.0 Christian Living Today</b>	<b>6.1 Family Relationships</b>	<ul style="list-style-type: none"> <li>• Question(s) and Answers</li> <li>• Rating Scales</li> <li>• Journals</li> <li>• Checklists</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Models/Newspaper cuttings/Magazines/Journal</li> <li>• Charts/Flash cards/Posters</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Interview a vetted resource person on healthy family relationships and write a report.</li> </ul>
	<b>6.2 Human Sexuality</b> <i>Responsible sexual behaviour</i>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Peer assessments</li> <li>• Question(s) and Answers</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Flashcards/Charts/Posters</li> <li>• Pictures and Photographs</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Write and display values and life skills needed for responsible living on the school noticeboard.</li> </ul>
	<b>6.3 Sacredness of Life</b>	<ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Oral Question(s)</li> <li>• Observation Schedule</li> <li>• Portfolio</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Posters/Charts/Pictures and Photographs /Newspaper cuttings</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct debates in clubs and societies on sacredness of life.</li> <li>• Write sensitization messages on sacredness of life and pin them on the school notice board.</li> </ul>

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>6.4 Bullying</b>	<ul style="list-style-type: none"> <li>● Self-assessment</li> <li>● Peer assessments</li> <li>● Question(s) and Answers</li> <li>● Journals</li> <li>● Portfolio</li> <li>● Anecdotal Records</li> <li>● Authentic Tasks</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Approved Learning Resources by KICD</li> <li>● Online Sources @www.kec. ac.ke</li> <li>● Pictures and Photographs/Newspaper cuttings/Flashcards /Charts</li> <li>● Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Draw, write and display sensitisation messages on school notice boards on the negative effects of bullying.</li> <li>● Give a talk on the effects of bullying during the school assembly</li> </ul>
	<b>6.7 Work Talents and Abilities</b>	<ul style="list-style-type: none"> <li>● Question(s) and Answers</li> <li>● Rating Scales</li> <li>● Anecdotal Records</li> <li>● Journals</li> <li>● Checklists</li> <li>● Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Good News Bible</li> <li>● Approved Learning Resources by KICD</li> <li>● Online Sources @www.kec. ac.ke</li> <li>● Charts/Posters/Pictures and photographs/Flashcards</li> <li>● Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Originate and start in income-generating activity.</li> </ul>

Strand	Sub-strand	Assessment Methods Suggested	Suggested Learning Resources	Non-Formal Learning activities
	<b>6.8 Leisure</b>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation Schedule</li> <li>• Checklists</li> <li>• Journals</li> <li>• Project</li> <li>• Anecdotal Records</li> <li>• Authentic Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Good News Bible</li> <li>• Approved Learning Resources by KICD</li> <li>• Online Sources @www.kec. ac.ke</li> <li>• Posters/Charts/Pictures and Photographs/Newspaper cuttings/Magazines/Journals</li> <li>• Audio-visual Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in constructive and appropriate leisure activities.</li> </ul>